What does a clinical psychologist do? Why would someone want to be a clinical psychologist? How does one become a clinical psychologist? What intellectual issues do clinical psychologists construct and face? These 4 questions will structure this course. They are the What, Why, and How of clinical psychology. We'll cover the basics of the field and spend some time looking at the historical and theoretical underpinnings of the field. We'll also look at some controversial issues. At the end of this course, you should know what a clinical psychologist can do, how this differs from other fields within psychology.

There is one textbook. Additional readings may be assigned throughout the semester. You will be responsible for the content in the book. However, class topic and material will not always follow the book. You will be expected to complete a quiz for each chapter. This will comprise 32% of your grade. Attendance will comprise 28% of your grade (you will get one point for each class attended). The remaining 40% will be based on a research paper (research topics and details will be issued later in the semester).

I will present themes and topics in class that expand on the material in the textbook. It is my intention that classroom time will be very interactive. I invite your questions and interruptions, as I don’t prefer to stand up and lecture non-stop. I find that a question and answer format is a more interesting way to teach and to learn. Reading the textbook will help you to form questions relevant to our class discussions.

Text Book: Introduction to Clinical Psychology: Science and Practice
by Bruce E. Compas and Ian H. Gotlib
McGraw Hill, NY  2002

I: INTRODUCTION TO THE FIELD

Week 1, Chapter 1: An Overview of Clinical Psychology
   Tuesday, 18 January: Who Wants to Be a Clinical Psychologist?
   Thursday, 20 January: Do Psychotherapists Need Psychotherapy: The Role of the Self in Clinical Work

Week 2, Chapter 2: Clinical Psychology: Past and Present
   Tuesday 25 January: Models of the Mind and Person: Basic Assumptions and Principles
   Thursday 27 January: Prescription Privileges: Turf Wars in Psychiatry and Psychology

Week 3, Chapter 3: Research Methods in Clinical Psychology
   Tuesday 1 February: Celebrating the Brain: Destructive Emotions, Happiness, and Compassion
   Thursday 3 February: Blaming the Brain: Criticisms of Received Psychiatry

Week 4, Chapter 4: Models of Development, Behavior, and Personality
   Tuesday 8 February: Astrology, Placebo, and Prozac: Critical Thinking & Pseudoscience
   Thursday 10 February: Transpersonal Approaches in Clinical Psychology: Conversation with a Transpersonal Psychotherapist, Dr. Robert Balaban.

Week 5, Chapter 5: Diagnosis and Classification in Clinical Psychology
   Tuesday 15 February: DSM-V: Kudos or Eulogy?
   Thursday 17 February: The Myth Of Mental Illness: Szasz vs. NAMI

II: PSYCHOLOGICAL ASSESSMENT

Week 6, Chapter 6: Assessment: Understanding Individuals and Contexts
   Tuesday 22 February: Perils and Pitfalls of Clinical Judgment
   Thursday 24 February: Overcoming Voltage Drop in Memory-Based Learning and Practice: Knowledge Coupling

Week 7, Chapter 7: Assessment: Clinical Interviewing
   Tuesday 1 March Town Meeting Day Recess NO CLASS
Thursday 3 March: Interviewing Demonstrations and Role-Playing

Week 8, Chapter 8: Assessment: Measurements of Intelligence and Neuropsychological Testing
Tuesday 8 March: Careers in Testing and Assessment: Guest Lecturer: Dr. Sondra Solomon: Forensic Psychology and Neuropsychology
Thursday 10 March: Psychotherapy as Trance: Neurolinguistic Programming, Suggestibility, and Set Creation (Guest Lecturer: Dr. Steve Taubman)

Week 9, Chapter 9: Assessment: Measurement of Personality
Tuesday 15 March: TBA
Thursday 17 March: TBA

Week 10, Chapter 10: Behavioral Assessment: Measurement of Behavior, Cognition, and Psychophysiology
Tuesday 22 March Spring Recess NO CLASS
Thursday 24 March Spring Recess NO CLASS

III: PSYCHOLOGICAL INTERVENTION: PROMOTION, PREVENTION, AND PSYCHOTHERAPY

Week 11, Chapter 11: Psychological Interventions: Promotion, Prevention, and Treatment
Tuesday 29 March: The Role of Mindfulness in Prevention and Health Promotion
Thursday 31 March: Fields Notes from a Reluctant CBT Psychotherapist: The Biopsychosocial-Environmental-Spiritual Approach

Week 12, Chapter 12: Psychotherapy: Psychoanalytic and Psychodynamic Approaches
Tuesday 5 April: All Emotions Contain Feelings, But Not All Feelings Are Emotions: A Functional Theory of Emotions
Thursday 7 April: The Use of Feelings in Psychotherapy (Gendlin et al)

Week 13, Chapter 12: Humanistic, Existential, and Experiential Psychotherapy
Tuesday 12 April: Please Forgive Me: The Role of Forgiveness in Health and Healing (Guest Lecturer: Dr. Sam Standard)
Thursday 14 April: Mindfulness-Based Stress Reduction

Week 14, Chapter 14: Psychotherapy: Behavioral and Cognitive Approaches
Tuesday 19 April: Psychotherapy as Ministry: Religion, Spirituality, and Prayer
Thursday 21 April: Special Topic: Suicide and the Clinician

Week 15, Chapter 15: Effectiveness of Psychotherapy: Evaluation and Integration
Tuesday 26 April: Is Psychotherapy Ethical: Coercion, Efficacy, and Values
Thursday 28 April: The Postmodern Person: Is There a Place for the Clinical Psychologist?

Week 16, Chapter 16: Clinical Psychology: Our Past, Our Future, and Your Opportunities

Tuesday 3 May (FINAL CLASS): Concluding Conversations
Students enrolled in Arts and Sciences courses are expected to follow the following guidelines for behavior in class.

1. Students are expected to attend and be prepared for all regularly scheduled classes.
2. Students are expected to arrive on time and stay in class until the class period ends.
   If a student knows in advance that he or she will need to leave early, the faculty member should be notified before the class period begins.
3. Students are expected to treat faculty and fellow students with respect. For example, students must not disrupt the class by ostentatiously not paying attention or by leaving and reentering the classroom during the class period.
   Actions which distract the class from the work at hand are not acceptable.
   It is expected that students will pay respectful attention to comments made by the lecturer and by fellow students.
   Behavior that departs from these guidelines, as well as any additional guidelines specific to the individual course, is not acceptable and may be cause for disciplinary action.